



Assessment and Reporting

PARENT INFORMATION

This information outlines how Onslow School implements assessment and reporting from Pre-primary to Year 10, in alignment with the School Curriculum and Standards Authority (SCSA) Pre-primary to Year 10: Teaching, Assessing and Reporting Policy and Policy Standards (2026). It ensures consistent, transparent and fair assessment practices that support improved student learning and achievement.

These guidelines apply to all teaching staff and are read in conjunction with:

- Western Australian Curriculum and Assessment Outline (the Outline)
- SCSA Pre-primary to Year 10: Teaching, Assessing and Reporting Policy and Policy Standards

PRINCIPLES OF ASSESSMENT

Assessment at Onslow School is guided by the [Principles of Teaching, Learning and Assessment](#) outlined by School Curriculum and Standards Authority (SCSA), and is:

- **Purposeful** – directly aligned to curriculum content and achievement standards
- **Ongoing and developmental** – informing next steps in teaching and learning
- **Valid and reliable** – enabling fair and consistent judgements across classes
- **Inclusive** – enabling all students to demonstrate their learning, including through adjustments where required

Curriculum

Onslow School implements the **Western Australian Curriculum** from Pre-primary to Year 10 as mandated. Curriculum planning:

- addresses all required learning areas and subjects
- follows the SCSA curriculum implementation timelines
- incorporates differentiation to meet individual student needs
- is informed by whole-school and classroom assessment data



Modified Curriculum

Where required, Onslow School implements a modified curriculum to meet the individual learning needs of students, including those with disability or additional learning needs, gifted and talented students, and students who are English as an Additional Language or Dialect (including Aboriginal English) or commonly referred to as EAL/D. Any curriculum modification is developed in consultation with parents/carers and is formally documented through Individual Education Plans (IEPs) or learning plans. Adjustments are reflected in assessment and reporting practices to ensure accurate and meaningful communication of student progress.

ASSESSMENT PRACTICES

Assessment at Onslow School is planned and implemented in alignment with the Western Australian Curriculum and year-level achievement standards. Teachers use a balanced range of formative and summative assessment strategies to gather evidence of student learning and provide timely, constructive feedback to support progress. Assessment tasks are designed to enable all students to demonstrate their knowledge, understanding and skills, with adjustments made where required.

Teachers apply shared moderation processes and professional judgement to ensure assessment decisions are valid, reliable and consistent across the school. System, school-based and classroom assessment data, including mandated assessments such as On-entry Assessment and NAPLAN, are analysed to monitor student progress, identify students requiring intervention or extension, and inform classroom practice, whole-school planning and resource allocation.

REPORTING

Formal Reporting

Onslow School provides formal written reports to parents at the end of each semester using clear, plain language. Reports communicate student achievement in relation to the Western Australian achievement standards and use a five-point achievement scale (A–E or equivalent descriptors, as appropriate to year level). Reports also include information on student effort, behaviour and attitude, teacher comments outlining strengths, progress and next steps, and information about achievement relative to the student peer group, which is available on request.

Parent- Teacher Interview

In accordance with the Department of Education's *Reporting to Parents* policy and procedures, reporting is supported by parent–teacher interviews held twice each year, usually in Term 2 and Term 4, to provide parents and carers with opportunities to discuss their child's progress, achievement and next steps in learning.

Modified Reporting

Where a student follows a modified curriculum, reporting focuses on progress against the documented Individual Education Plan (IEP) or learning plan developed in consultation with parents and carers. Reporting against year-level achievement standards is not required for students with disability, additional learning needs or English as an Additional Language or Dialect (EAL/D), and provides clear information about student progress and next learning priorities.



ROLES AND RESPONSIBILITIES

Principal

The Principal is responsible for ensuring school-wide compliance with SCSA and Department of Education assessment and reporting requirements. The Principal oversees the consistent implementation of this policy, supports moderation and quality assurance processes, and ensures systems are in place for effective communication with families.

Teachers

Teachers are responsible for planning and implementing curriculum, assessment and reporting in accordance with this policy and SCSA requirements. Teachers maintain accurate assessment records, provide timely feedback and reports, participate in moderation processes, and communicate with parents and carers through scheduled appointments and school communication processes.

Parents and Carers

Parents and carers are encouraged to engage with the school to support their child's learning, progress and wellbeing. Communication with teachers is recommended through scheduled appointments to ensure meaningful discussion and shared understanding of student achievement and next steps.

Onslow School is committed to working in partnership with families to support student learning, achievement and wellbeing. Through consistent assessment, clear reporting and open communication, the school aims to provide parents with a shared understanding of their child's progress and next steps in learning, in line with Department of Education and SCSA expectations.

For further information and reference, parents are encouraged to consult the [School Curriculum and Standards Authority \(SCSA\)](#) website along with the Department of Education [Curriculum, Assessment and Reporting in Public Schools Policy](#), which provides detailed information on curriculum, assessment and reporting requirements for Western Australian schools.

These guidelines will be reviewed in line with SCSA policy updates or as school context and priorities change, with the next scheduled review aligned to the SCSA policy review cycle (by September 2029).